

Transition Coaching 101 Part 2

The logo for Home Stretch WA is a circular emblem with a blue-to-purple gradient. The text "Home Stretch" is written in a bold, white, sans-serif font at the top, and "WA" is written in a smaller, white, sans-serif font below it. A decorative arc of white dots curves along the bottom edge of the circle.

Home
Stretch
WA

Date: 25-1-23

Name of Facilitators:

Shelley Farmer and Darcy Garrett
Lived Experience Consultants – Community of Practice

Andy Kazim
Manager Community of Practice

Acknowledgement of Country

Home
Stretch
WA

Ngaala kaaditj Noongar moort
Keyen kaadak nidja boodja



We respectfully acknowledge the
Whadjuk people of the Noongar Nation
as the Traditional Custodians of this land.
We pay our respects to their strength,
cultural resilience and the Elders past
and present.

Housekeeping & Rules of Engagement

**Home
Stretch**
WA



Understanding Trauma in Young People Leaving Care

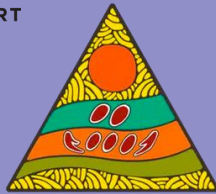
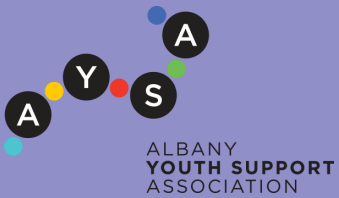
Activity 10 minutes: In groups of 3 take a piece of butchers paper

Draw 3 Stick Figures

- One is the Transition Coach
- One is the Young Person
- One is the Staying On Carer

For each person identify in what kinds of ways that trauma might impact each person.

Who is in the room?



Yorganop



MISSION
AUSTRALIA



Goals of the Coaching 101 Session

Know the Role and its Responsibilities

- Holistic Support
- Informal vs Formal Ways of Working

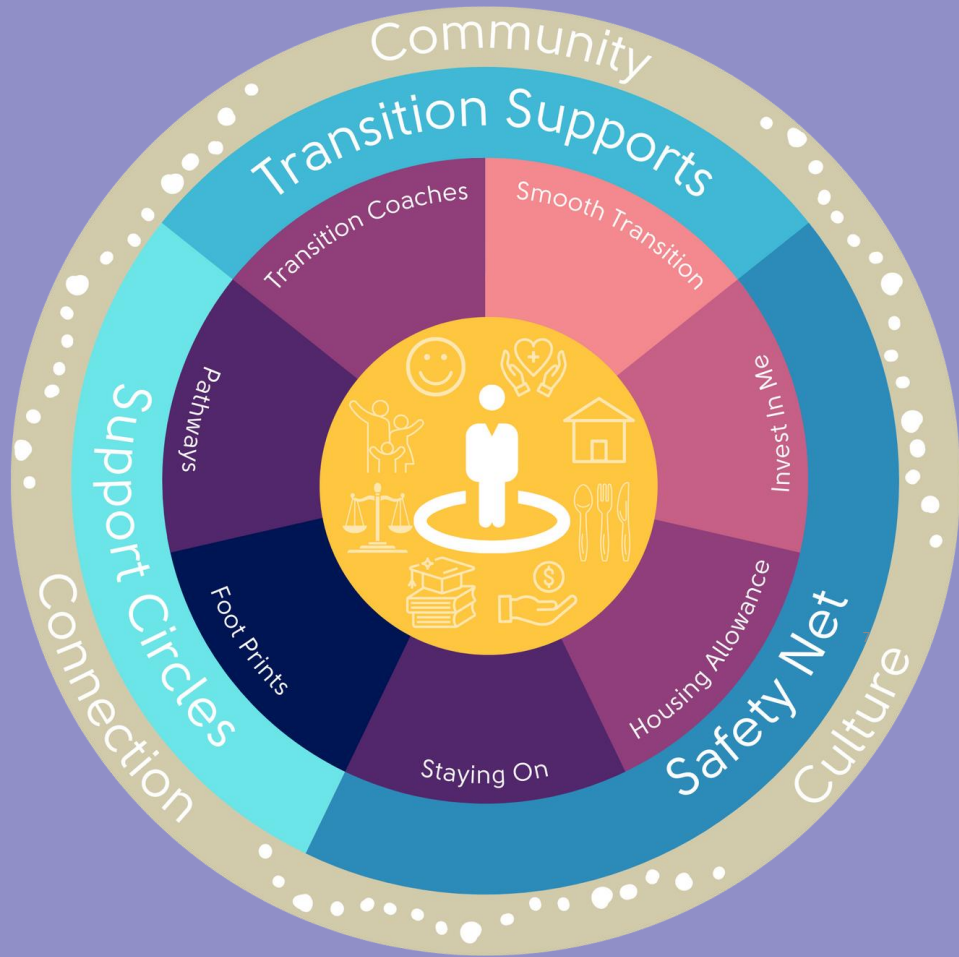
Understand Key Principles of Coaching

- Coaching Practice Principles
- Relational Ways of Working
- Support Circle Approach

Explore Stages of Coaching

- Activities and Interventions
- Aligning Skills and Strengths to Coaching Approach

Home Stretch WA Model



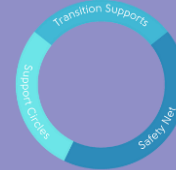
Young people are at center of support.
Everyone is treated as an individual



Support or connection is offered
in all areas of life



Support is delivered in specific
ways [Practice Approaches]
that work for young people



Home Stretch WA focuses on 3
key elements of support



Home Stretch WA greater purpose is
to connect young people with their
community and culture.

Home Stretch WA – Practice Frameworks



Support is delivered in specific ways [Practice Approaches] that were co-designed with young people

Each of these practice approaches has guidelines, and a range of tools and resources to help workers deliver the Home Stretch service.

Training will be provided in each of these.

Transition Coaches

A consistent, persistent and skilled youth worker who works with young people to provide flexible, one to one support focused on coaching towards independence.

The Transition Coach works from a set of practice principles ensuring support provided is consistent and focused on building a young person's self reliance, skills, capacity and connection to community, culture and country.



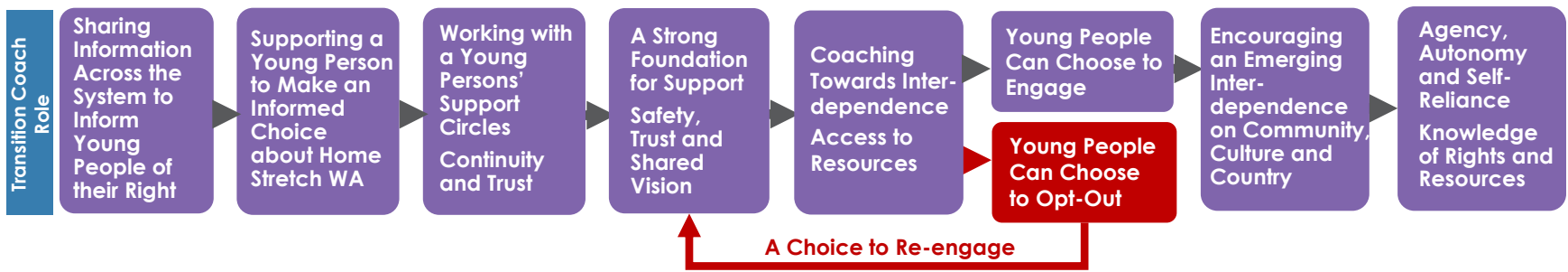
A consistent, reliable, hope inducing relationship.



Be Intentional!



Stages of Transition Coaching



Transition Coaching – Structure Support

Engage

Connecting with a person and their support circle. Purposefully building **trust, safety and control** through a professional helping relationship.

Understand

Building an accurate understanding of a person's situation, the challenges they face and their hopes for the future. Identifying and mapping strengths, resources, support circles and challenges.

Plan

Supporting a person to develop **their plan** to achieve **their goals** using the strengths and resources available to them. Coordinating supports and resources, and ensuring risks are managed respectfully.

Empower

Helping a person to develop the skills, knowledge, supports, resources and motivation they need to achieve their goals. Advocating on a person's behalf to overcome systemic challenges.

Transition Coaching – A Structured Approach

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Transition Coaching Toolkit

Engage	Understand	Plan	Empower
Tools & Touchpoints	Tools & Touchpoints	Tools & Touchpoints	Tools & Touchpoints
Activities & Interventions	Activities & Interventions	Activities & Interventions	Activities & Interventions

Meeting Kahlua

You had arranged to meet one of the young parents you have been working with at her new transitional housing property. Her name is Kahlua and when you arrive she is just saying goodbye to a friend at the door. She welcomes you in, and offers you a seat on the couch, while she picks up rubbish from the floor and wipes down the kitchen. She mentions how she's had some friends over while she discreetly puts some alcohol bottles in the bin. You notice a hole in the wall. Her son is asleep in the other room and she asks if you could speak quietly so as not to wake him. She comes to sit down and you notice a large bruise on her arm. She says that everything is going fine, but her mum isn't very supportive and needs housing. She asks if she can use your phone to call Centrelink. She has just been given a late payment notice for her power and she wants to know if she is eligible for her \$500 loan yet.

Activity - Understand

Based on the scenario

What is your understanding of
Kahlua's Current Presentation

What's going on?

What do you need to be really aware of?

How would you approach completing an assessment?

Understand

Keep a **POSITIVE MINDSET** when looking at issue or situation

Be **HOLISTIC**

Assess **ASPIRATION** not just issues

Look for **EXCEPTIONS**

Identify and validate **STRENGTHS**

Understand

What are the different areas of life that you might need to help a young person with?

How would you know whether the young person needed any support in life areas?

Are there any life areas that shouldn't be explored or understood by a Transition Coach?

Understand

Dimensions of Care/Life Domains

Child Protection	Home Stretch WA
Safety	Life and After-Care Skills
Care Arrangements	Housing
Health	Health [Physical, Sexual, Dental]
Education	Education, Training & Employment
Social & Family Relationships	Social Relationships and Support Networks
Recreational and Leisure	Wellbeing [Emotional, Mental, Self-Esteem]
Emotional & Behavioural Development	
Identity & Culture	Identity and Culture
Legal & Financial	Financial and Legal

Understand

Continuity in Support

In small groups discuss

What information or documentation can help you understand a young person?

How can you use this to inform your work and the priorities

Understand

Assessment Tools/Activities are often a balance between

Engaging the person in support
and
Gathering Information



Understand

Building a Toolkit of Activities and Interventions you can use

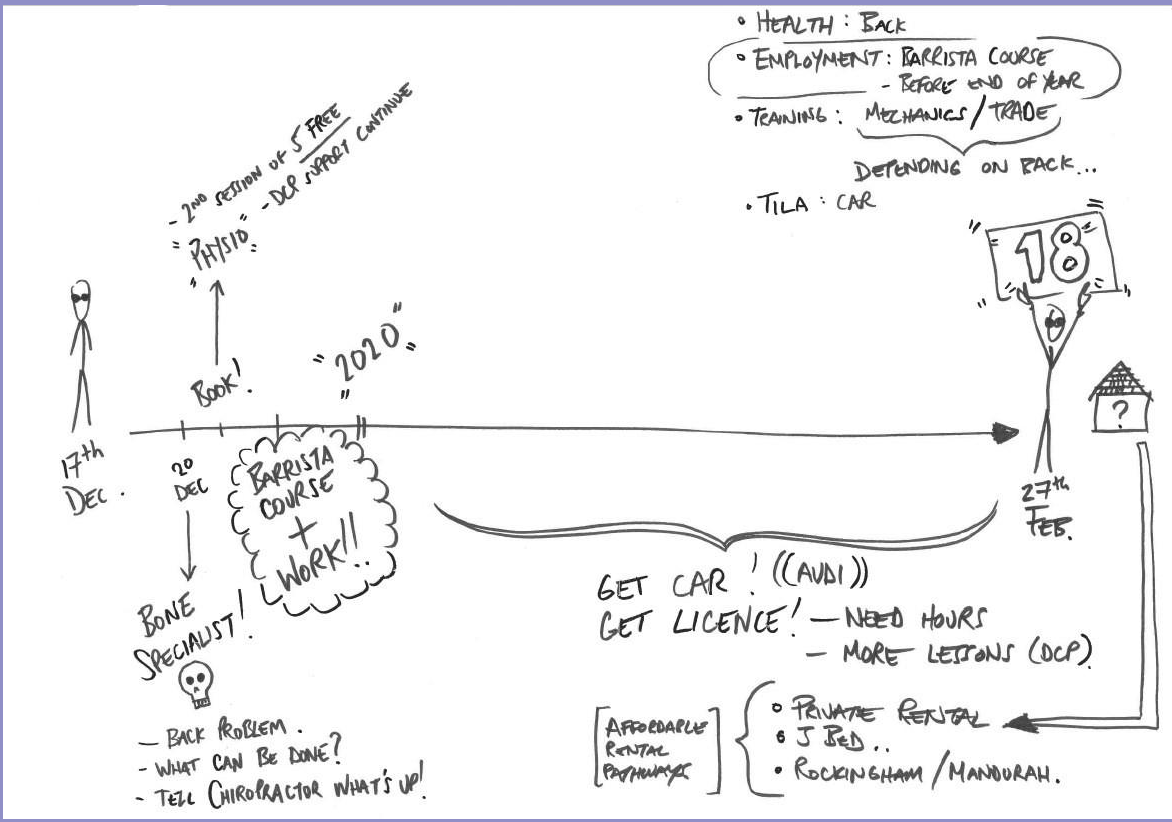
Community of Practice will Build a Library over the next 12 months

- Practice Guides for Transition Coaches
- Resources and Activities
- Links to useful pages



Understand

Example – Now and Future Planning Session



Understand – Support Circles Approach

How might you integrate or apply a Support Circles Approach into how you approach understanding what the strengths and needs of a young person are?

Footprints Tool

The Footprint Eco Map

Yellow represents the young person and those closest to them



Green represents meaningful relationships that are reliable



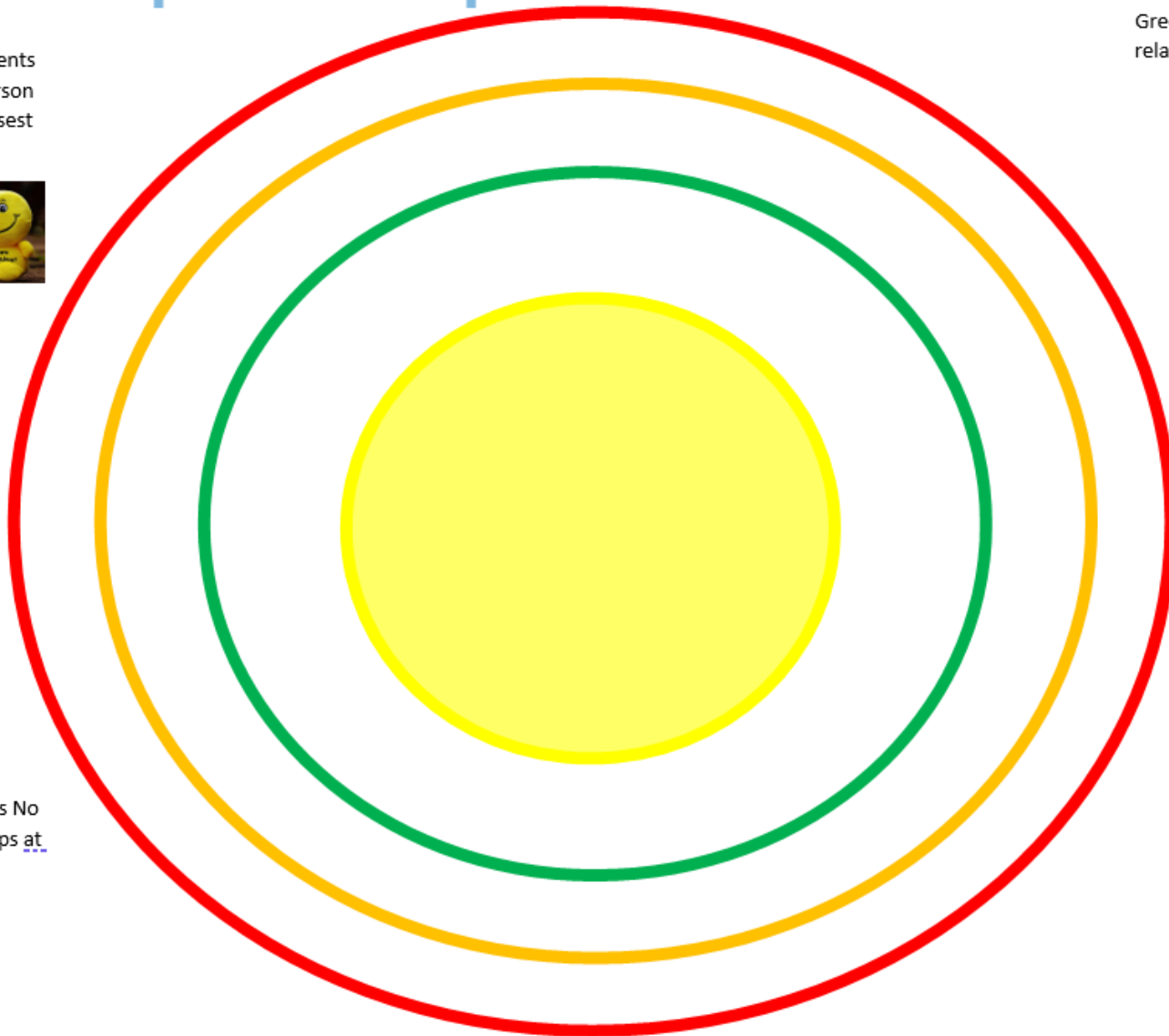
Amber represents relationships that you may be unsure of



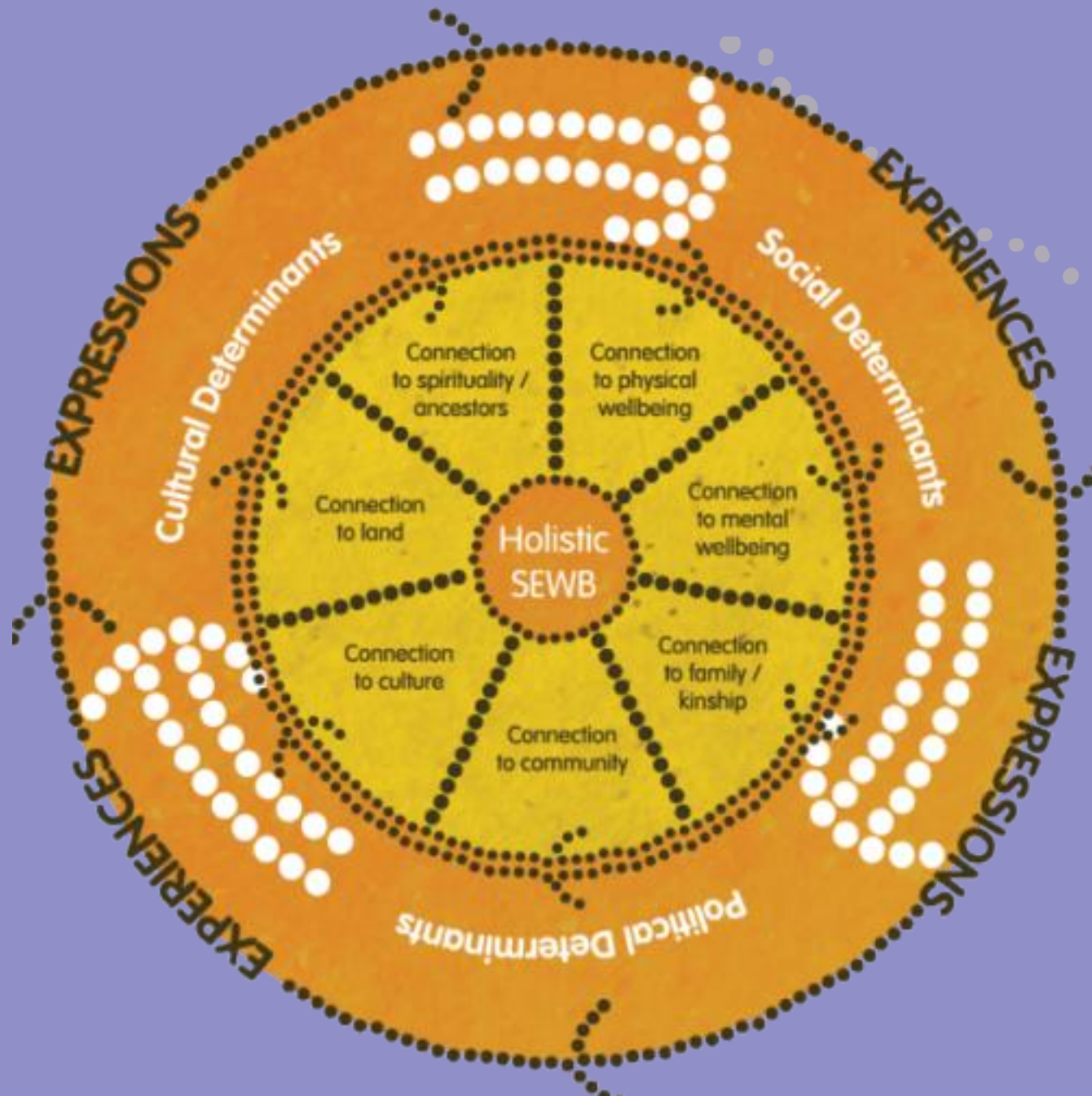
Red represents relationships that require further investigation and possible safety planning with transition coach



Black indicates No Go relationships at this time



Aboriginal Worldview

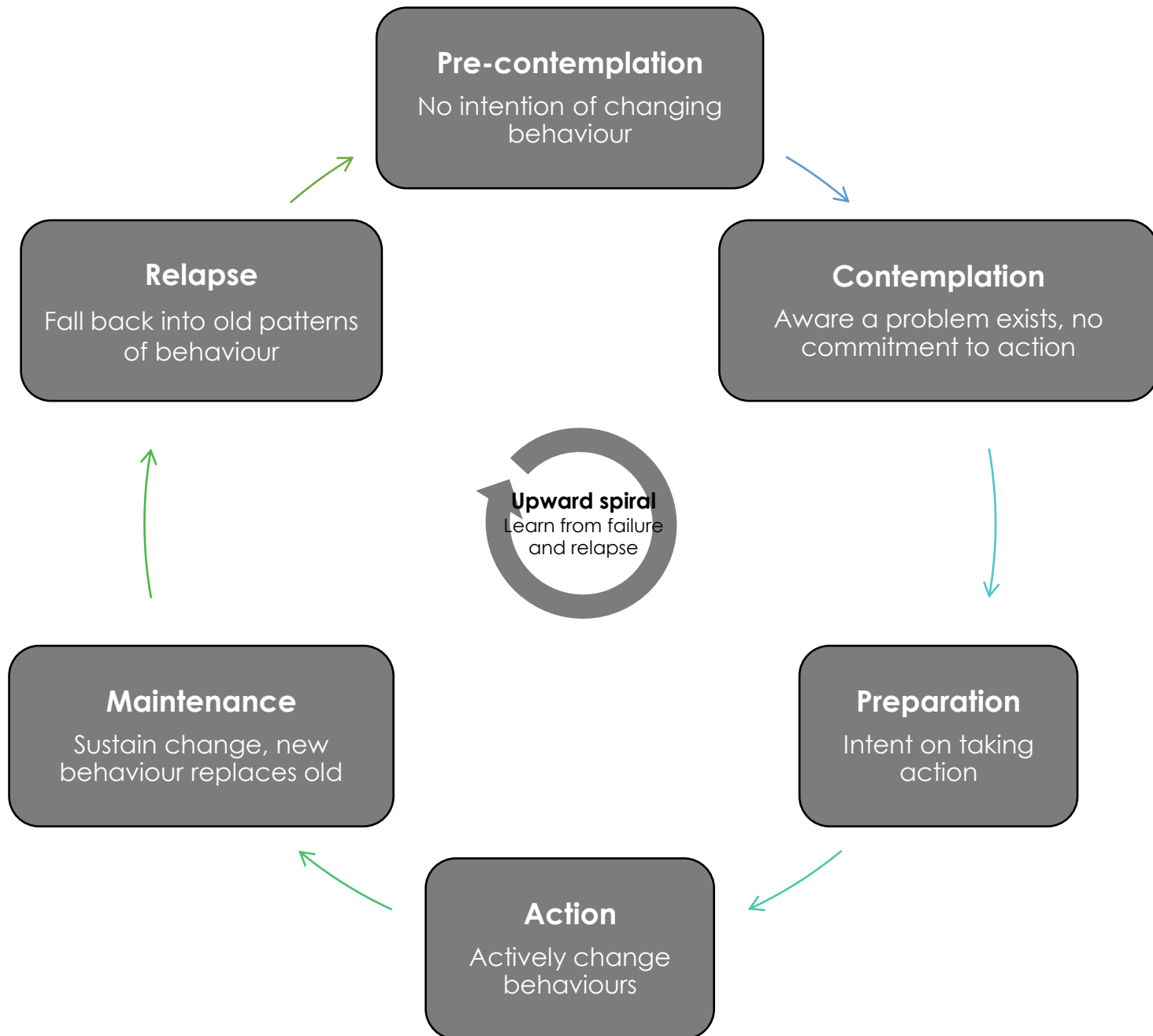


Understand Motivation

“Young people aren’t motivated to work on their goals, there isn’t anything I can do!”

Whose goals are you working on?

Stages of Change – Prochaska and Diclemente



Understand

Dimensions of Care/Life Domains

Child Protection	Home Stretch WA
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Emotional & Behavioural Development	
Identity & Culture	Identity and Culture
Legal & Financial	Financial and Legal

Understand

Grab a pack of sticky notes.

**Using the rule of 1 idea per sticky note.
(and tearing them off from the side)**

**Write Down as many relevant/appropriate
Assessment Activities or Tools you can
think off.**

Place them on the Understand Poster

Transition Coaching – A Structured Approach

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Plan

Can we measure the impact of a Home Stretch WA service by whether every young person has an updated Leaving Care Plan.



**“LIFE IS WHAT HAPPENS
WHILE YOU ARE BUSY
MAKING OTHER PLANS.”**

-John Lennon



Plan

Linking Understanding to Planning



Using the “5 Column Approach”

The 5 Column Approach is a strengths-based practice tool that provides a simple structure to helping someone talk about an issue or problem they are facing, and move to creating a plan to doing something to create a positive change.

It is a narrative approach that empowers the client to decide;

- an issue or current situation they wish to change;
- the future picture;
- what resources they have, or that they might be able to access, that could assist;
- first steps and plan towards change.

It is an excellent tool to support people who have some motivation to take action and need support and encouragement to do this.

In considering the Stages of Change model, it best supports those in Preparation, Action or Maintenance Stage.

For those who are pre-contemplative or contemplative, consider using motivational interviewing as a more appropriate approach.

Using the 5 Column Approach

The 5 Columns refer to the stages represented by the columns in the intervention. There can be more or less than 5 columns, depending on the context, issue and young person. Information from other assessment tools can be used to help frame or identify issues or concerns.

It is a great technique to move from assessment to undertaking person centered planning with someone.

In using this approach it is important to follow the pace of the young person and give them time and space to understand and decide on their plan and solutions.

Tips

- You are the facilitator not the doer.
- Work from where the person is at, try not to jump ahead into solutions
- Be open, honest and genuine in a collaborative way
- You don't need to know all the answers, part of the process is about facilitating the person to take responsibility.

Activity - Planning

Divide into Pairs

Decide who is going to be the Transition Coach.

You can either role play a specific case scenario and an issue the person is at least in preparation for making change. [nothing too hard] or pick something you are comfortable sharing about your self.

Use the 5 Column Method, working through column, help the person come to plan about how they might resolve the issue.

5 Column Approach from the Strengths Approach by Wayne McCashen

Stories and Issues

Spend time clarifying what the issue is and what has been happening.
Encourage specific descriptions and statements.
Listen without judgement or comment
Safe silence is a powerful

The Picture of the Future

Build a picture of what the future would look like if these issues weren't around.
Apply the perspective of others who are important to the person.
Validate and affirm that it is possible.

Strengths and Exceptions

Draw out information about times or places the problem hasn't been as bad, or has been overcome.
Identify existing and historic resources, and strategies that work, not just professional referral pathways.

Other Resources

Explore what other strengths or resources are needed.
Look for mainstream services as well as within natural networks.
Explore whether options are accessible, acceptable and viable.

Plans and Next Steps

Support the person to identify and commit to a simple, single action that they could take.
Nudge goals are more effective, and help break things into small and manageable tasks.
Empower the person to take action and responsibility with your support

5 Column Approach – Question Prompts

Stories and Issues

- What is happening? When and how often does this happen?
- What affect does this have on you? Including how it makes you feel.
- How would people close to you say this is affecting you?
- Who else does it affect? And how does it affect others?
- How does this issue get in the way?
- What beliefs do you hold that might affect this issue or affect change occurring?
- Are there any external structural or cultural constraints?

The Picture of the Future

- What does your future picture look like? Describe it as fully and clearly as you can. Help me to see it.
- What will be happening when this issue improves?
- What will people close to you notice?
- How will you know things are going better for you?
- What will you and others be doing differently?

Strengths and Exceptions

- Think about a time this is lessened or not happening (no matter how briefly) – what is different? What is happening? What are you and others doing?
- Are there times you expect this issue and is does not happen; what is happening at these times?
- What do you do well?
- What do you have that might help achieve your goal, and resolve this issue or be able to reach the future picture you have?
- What would other people close to you say are your abilities to overcome problems?

Other Resources

- Think about any resources you might have, or you know of that might help this issue?
- Who and what else might be able to assist?
- What skills and resources might help?
- Think about all the different areas of your life: community, networks, family, culture, education, work – what support, assistance, resources, might be there?
- Are there resources you might find elsewhere? What could they be? Where might you get them from?

Plans and Next Steps

Write down specific do-able steps – what will be done, by whom, by when – small manageable steps.

Possible Questions:

- Thinking about all that you have written (talked about) here, what steps could you take?
- Looking over each column are there steps that you think could be taken?
- Who could assist you – when; how and with what?
- What are things that you can do, what could you ask others to do that would help create your future picture.

5 Column Approach Reference Guide

Stories and Issues

Ask questions that invite people to share their stories and enable them to understand what's going on.

Example Questions

- What's happening?
- How do you feel about this?
- How long has this been a problem?
- How is it affecting you and others?

The Picture of the Future

Ask questions that help people explore their aspirations, dreams, interests and goals

Example Questions

- What do you want to be happening instead?
- What will be different if things changed?
- What will happen if you do nothing?

Strengths and Exceptions

Ask questions that help people explore their strengths and exceptions to the issues

Example Questions

- What do you want to be happening instead?
- What will be different if things changed?
- What will happen if you do nothing?

Other Resources

Ask questions that help people identify resources and people who can help.

Example Questions

- What else might help?
- What other skills do you have?
- Have you overcome this before?
- Who is in your side in this?

Plans and Next Steps

Ask questions that enable people to state concrete steps towards their goal

Example Questions

- What's the single next step that will point you in the right direction?
- Who will do it? How? By when?
- What might get in the way and how can we shield that?

5 Column Planning Tool

Stories and
Issues

The Picture of
the Future

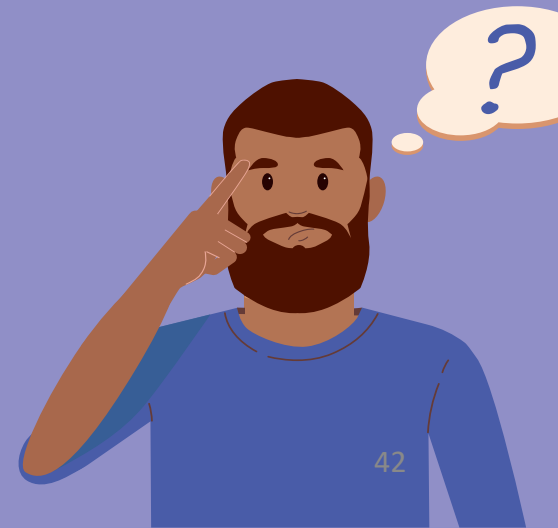
Strengths and
Exceptions

Other
Resources

Plans and Next
Steps

Goal Setting

- SMART Goals
- Understand Motivation
- Goal Shielding
- Goal Striving



Strategies: Goal Setting

Achievement vs. Learning

- Get a part time job vs. apply for 3 jobs this week
- Reduces anxiety around failure and creates a sense of achievement and mastery

Strategies: Goal Setting

Avoidance vs. Positive Action

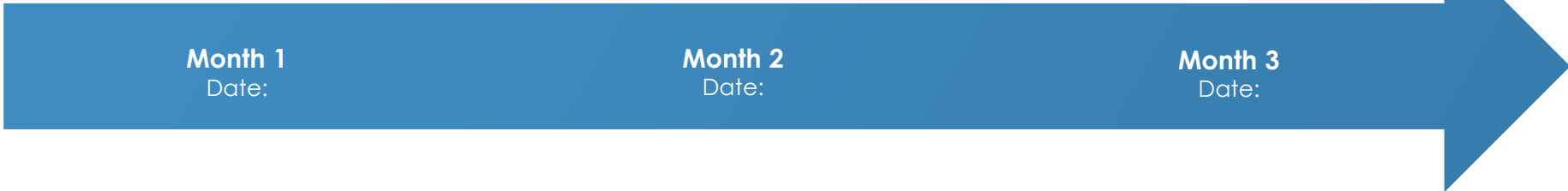
- Desired outcome – reduce binge alcohol use
- **Goal 1** Go to the gym on a Friday night with friend.
- **Goal 2** Don't drink on Friday nights

How to Smooth Transition

Working Together timeline



Use the Leaving Care Task Sheet checklists and Leaving Care Plan to allocate tasks appropriate for your young person into the following roles and timeline: Case Manager/District, Work Together and Transition Coach



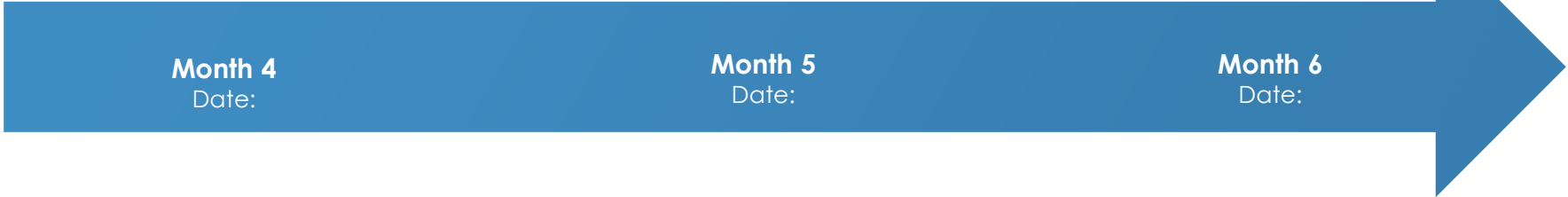
	Month 1 Date:	Month 2 Date:	Month 3 Date:
Case Manager/District			
Work Together			
Transition Coach			

How to Smooth Transition

Working Together timeline



Use the Leaving Care Task Sheet checklists and Leaving Care Plan to allocate tasks appropriate for your young person into the following roles and timeline: Case Manager/District, Work Together and Transition Coach



	Month 4 Date:	Month 5 Date:	Month 6 Date:
Case Manager/District			
Work Together			
Transition Coach			

Plan

Importance of Structured Plans for Working Collaboratively

Case Coordination
Transparency
Accountability

Planning Tools

What other kinds of tools or approaches can you use for planning?

Digital Technology

Plan

Grab a pack of sticky notes.

**Using the rule of 1 idea per sticky note.
(and tearing them off from the side)**

**Write Down as many relevant/appropriate
Planning Activities or Tools you can think
off.**

Place them on the Plan Poster

Empower

Why do we mean when we say we are empowering a young person?

Skills? Knowledge? Behaviours?
Resources?



Empower

Coaching Skills or Knowledge



Empower through Advocacy

It's important to remember

To have a young person's permission to advocate for them.

To have sufficient information about the situation
To contact the service in the presence of the client

To help the client develop their own self advocacy skills

Empower through Advocacy

Rights vs Responsibilities

What approach is more adversarial?

Which approach is more consistent with Home Stretch practice principles?

Empower

EcoMap Your Program's Support Circle

Where do you get your information?

Your professional knowledge will have it's limits.

How do you create pathways for young people beyond the Child Protection System?

Empower

Making A Referral – Support Circle Approach

People's strengths and capacities are complemented as necessary by resources in their natural networks

If necessary

Commonly used resources (mainstream resources) are added

If necessary

Specialist resources are mobilised

Empower

Engagement in Transition Coaching

What is the minimum level of engagement required for young people to remain active with Home Stretch?

Empower

Engagement in Transition Coaching

Some form of interaction at least every 6 weeks

Staying On and Housing Allowance

Participation in the quarterly informal reviews [usually at the property] and contact every 6 weeks.

Empower

Responding to Disengagement

Empower

What reasons might young people have to disengage?

Appropriate Challenge

- There are limits to being non-judgmental
- Purpose is to facilitate change and motivate to action
- Can be like a verbal assault, if poorly timed or poorly handled
- Need to be well thought through, before giving it a go



Good Will Hunting



Damon, M; Affleck, B (2001). Good Will Hunting. Road Show, [Australia]

Appropriate Challenge

These approaches need

1. Rapport and respect
2. Good understanding of critical issues
3. Tried everything else
4. An atmosphere of warmth, caring, concern and understanding
5. Significant reflection beforehand

Positivity Ratio

- Based on studies by Barbara Fredrickson and Marcial Losada.
- Count the instances of positive feedback vs. instances of negative feedback.

Fredrickson, B; Losada, M (2005). Positive affect and the complex dynamics of human flourishing.(Author Abstract). In The American Psychologist. 60 (7), 678(9).

Positivity Ratio

Functioning Workteam

2.9 : 1

Marriage

5 : 1

Case Management Relationship?

Way more than 5 : 1

Appropriate Challenge Skills

- ‘**Risking** the relationship’
- **Preempting**
- Make the behaviour **obvious**: show **patterns**

Types of Challenge

Soft Challenge

A soft challenge is a very mild mention of a specific problem designed to bring it to the client's awareness

It might be a subtle mention of the problem in the form of a question.

Were you using meth ? it seems like you have more fights at home when you use.

Or an observation of a particular pattern of behaviour

I notice whenever I talk about your family, you never mention your mother?

Types of Challenge

Empathic Challenge

In an empathic challenge, the worker names feelings and emotions that the clients may not be aware of expressing.

You seem frightened even though you are talking about being angry.

There is part of you that would never want to give up on this relationship, but another part of you that is deeply sad and wants things to end.

Types of Challenge

Hard Challenge

This challenge is designed to hold up a mirror to make the client feel anxious or uncomfortable and to get their attention or show an outcome of their behaviour

It might be a strong description of a behaviour or pattern of behaviour, and even when the client tries to avoid or minimize, the worker must be tenacious and repeat the challenge.

I don't know if you are aware but by hiding the truth about being employed is fraud. Giving false information to Centrelink is a crime, and you can be fined. I'm confused about this choice, particularly because you have always told me that being genuine and truthful is one of the things you expect of those around you. I can't support you to commit fraud, and I know part of you would think less of me if I did. What does this mean for you?

Types of Challenge

Bombshell Confrontation

Here the worker sets a forceful limit, that might mean refusing to continue working together without change, or making aspects of support contingent on particular change. It is so strong that the client must attend to it. It might involve tracing out a devastating future, if the person continues on the path they are on. It risks the relationship in order to push for change.

This level of confrontation needs to be well thought out, prepared and planned for, with an understanding of the potential harm and risk that might arise as result. It needs to be considered within the context of supervision and might require an alternative support option to be made available should the intervention fail.

Empower

Grab a pack of sticky notes.

**Using the rule of 1 idea per sticky note.
(and tearing them off from the side)**

**Write Down as many activities or strategies
you can use to empower young people to
be interdependent after 21.**

Place them on the Empower Poster



Transition Coach Demand Management - Levels of Support & Opt Out/In



Smooth Transition- Working Together

Working together with DoC Case Manager for a Smooth Transition from 17.5 to 18

Home Stretch WA - Active

Enhanced Support Offer to 21

Home Stretch WA - Stepping Back (Active Holding)

Supporting an Emerging Independence

Home Stretch WA- Opt Out- Voluntary

Young Person Chooses to Opt- Out of Home Stretch WA

Home Stretch WA- Opt Out- Disengage

Young Person Disengages from Support

Age Out

Young Person Turns 21

- Collaboration with DoC Case Manager
- Planned Warm Handover – DoC gradually reduce and fully transition
- Support to Coach
- Focus on continuing or building stability around housing, and support around maintaining EET and pathway plan
- Coach Involved in Leaving Care
- Planning > Invest In me
- Create Staying On Agreements prior to 18
- DoC direct support ends at 18, ongoing contact as part of Support Circle possible but appropriately bounded
- Young person positively engaged with Transition coach
- Full service offer - coaching across 8 domains
- Ongoing Assessment and Planning Support
- Access to Full Invest In Me
- Monthly minimum engagement with coach
- Assertive follow-up during periods of disengagement
- Staying On/Housing Allowance
- DoC worker may remain part of informal Support Circle as part of Working Together but encouraged to engage with Coach for formal support
- Intensive support to overcome crisis and connect with supports – Solution Focused Brief Intervention
- Young person has positive and stable Support Circle or has identified they have limited current support and needs (safe and stable housing, positive EET, low risk)
- Reduced Home Stretch service offer
- Access to Invest In Me
- Adapted Leaving Care Plan
- Redirect support in 8 domains to Support Circle members where possible
- 3 Monthly check in by coach (including some outcome measures) with opportunity to return to Active
- Staying On/Housing Subsidy continues to be reviewed through Coordinator/Coach
- Young Person has positive support circle and limited support needs (safe and stable housing, Positive EET, low risk)
- Young person may have been supported to overcome crisis and connect with supports
- Offered option of "stepping back" before opting out.
- Handover Summary provided to District Office (with consent)
- Access Funding through Leaving Care Fund and post care supports
- **Can Opt back in in if current capacity in Home Stretch Provider from 18-21**
- Assertive Follow up to re-engage
- Offered option of stepping back
- If no engagement after 3 months Coach to action handover process and young person advised of options
- After 3 months then young person and District Office advised and place can be re-allocated.
- Staying On Subsidy Payment ends
- Handover Summary provided to District Office
- **Can Opt back In if current capacity from Home Stretch Provider 18-21**

Stages of Coaching – Practice Tips #1

Engagement

By Name List Approach works - Use It!

- Coordinated? collaborate
- Shared Data
- Info Sessions – Digital Channels

Create a welcoming environment & culture

- Display visual cues for people to feel safe [flags/iconography]
- Reduce physical barriers were safe and appropriate
- Develop team culture to welcome people

Provide simple and clear information about the service offer

- Multiple mediums [Visual, Written, Digital, Verbal]
- Visual Cues

Offer Safety & Control through the process

- Contract the service and be clear about limits
- Focus on relationship
- Match pace of engagement
- Be flexible - when, where and how

Create an Engagement Plan/Strategy for Every Young Person

- Focus on building relationships over time
- Engagement is your responsibility
- Pushing action too early can create resistance
- Look for quick wins, help with practical needs first
- Identify and agree on locator Contacts and negotiate consent
- Epistemic trust can be brokered through working with a person's existing supports

Understand

Screening Assessments are a starting point

- Referral/Intake Form help quickly assess eligibility and service fit.
- Usually a starting point for further assessment

Coaching Assessment Tools

- Think 'conversation' not 'interrogation'
- Forms guide practice but shouldn't define it!
- Follow practice guidelines, but build a toolkit
- E.g. Footprints, Ecomap, Vision Board, Life Wheel, Mindmap, Cultural Tools

Accurate assessments are formed over time

- Observe, listen and assess over time.
- Be intentional in the tools you use and when.
- Check your understanding of a person's situation regularly – are you mentalising the same thing?

Apply a strengths approach to all tools

- Strength approach/mindset is universally applicable
- Develop a strengths language and practice strengths spotting

Assess for Motivation not just capacity

- The problem is only a problem if the person sees it as a problem
- Think about stage of change – respond accordingly
- Motivational Interviewing is a core skill!

Person centered risk assessment and safety planning

- Risk assessment tools do not respond to risk
- Negotiate how you respond before the first crisis

Plan

Good assessments always link to planning

- Clients often gain insight and motivation from talking about what is important to them

Write plans down or visualise them

- Simple and clear is best!
- Send photos of plans or planning activities via SMS
- Be creative and flexible

Keep it simple!

- What is the most effective planning tool for the client to use?

Keep it clear who is responsible!

- Case coordination meetings and planning templates are helpful when there are multiple services involved
- Identify the lead agency to coordinate planning

Think about natural networks and mainstream resources

- Not every issue needs to be solved by a specialist service
- Mapping a person's natural networks early can provide additional pathways to access support
- Enduring relationships are

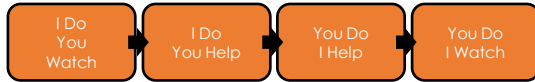
Whose plan is it anyway?

- Be mindful of your own bias and influence
- Ask the client to prioritise their plan and follow their priorities
- Young People's goals aren't always the same as the service providers' goals!

Coaching– Practice Tips #2

Empower

Every intervention is an opportunity to build skills and capacity through coaching



Support Circle Approach to build a client's natural networks as well as professional supports

- Not all problems require a specialist referral
- Who will be around when services aren't?

Consider individual learning needs and culturally strong approaches

- Videos, cartoons, digital, music and art
- Culturally appropriate forums and tools

'Shared responsibility' is a strong foundation for advocacy

- Use case coordination and case conferencing to ensure the client is getting their needs met
- Use a 'rights based' approach (adversarial) only when you have all the relevant information

Strengthen your professional networks and system knowledge

- Agency visits/service safaris
- Seek expert practice advice and consultation

Housing First

- Harm minimization is the primary intervention in all life domains
- Recovery oriented practice

Review/Reflect

"It's the relationship that heals!"

- Epistemic trust is the main factor behind successful interventions – revisit engagement regularly
- Reinvigorate empathy
- Use relationship to encourage and support change
- Be careful and plan any therapeutic confrontation or challenge

Is it about Capacity or Motivation?

- Know the Stage of Change for the issue/goal you are working – align the intervention and approach
- Motivational Interview - Roll with resistance and validate the struggle within the client – don't recreate it between worker and client.

Unconditional Positive Regard

- Positivity Ratio 5:1 - Authentically look to celebrate, validate and 'prize' the small wins
- Avoid assuming motives for behaviours; respond to the expressed need, don't react to the behaviour
- Set clear expectations by being consistent and having healthy boundaries

Instill a growth mindset and induce hope

- Failure and setbacks are learning opportunities
- "Supportive Fail"

Reflective Practice

- Who's doing all the work – the worker or the client? Whose goals are we working on?
- Use a critical friend – supervision – case discussion
- Self-care and healthy boundaries to maintain perspective

Smooth Transition/Moving On

Plan for exit collaboratively, agree on time frames where possible

- Gradually reduce support over time
- Expect crisis and challenging behaviours to re-emerge as self sabotage and a reaction to the perceived loss and abandonment – validate and normalise the responses
- Good relationships can feel good for the worker – Whose needs are being met?
- Encourage interdependence on natural networks mainstream supports and services to take over

Rupture and Repair

- Unexpected or difficult exits will, always be clear about the pathway back and what that would look like for the client.

Smooth transition and warm handover between services

- Joint sessions and planning early and over time
- Clear handover of information, plans, goals, support networks and resources
- Encourage engagement with new service by redirecting client if they return to original service
- 'Holding in Mind' let the client know that they won't be forgotten and will be remembered

Evaluate, Celebrate, Reciprocate

- Celebrate every positive exit!
- Collect feedback, outcomes data and stories of change to share and celebrate
- Are there opportunities for the client to give back to the community by using their experiences or story in lived experience roles or forums?

Reflections On Coaching

In Pairs – 10 minutes

Think about your knowledge and awareness of the role of the transition coach to date.

What are the things you feel most confident in doing?

What strengths, skills or knowledge will you bring to the role? What tools or approaches are you most confident in using?



Practice Hours

Transition Coaching 101 is an introduction to some of the key elements of the role, and how to approach working with young people.

Over the next 12 months the Community of Practice will continue to collate, develop and share resources from across the network.

These will be presented through Practice Hours and Further Training.



Contact Us:

Email: homestretchwa@communities.wa.gov.au

Home Stretch WA FAQ Sheet:

<https://www.wa.gov.au/organisation/department-of-communities/home-stretch-wa-roll-out>

You can also ask us for a copy of the presentation! We can email it to you.



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